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Information

Professional Services Committee

Update on the Work of the Administrative Services Advisory Panel

Executive Summary: This agenda item presents a summary of the work to date by the Administrative Services Advisory Panel on the Study of the Preparation of Leaders for California Schools. The panel will submit its recommendations to the Commission in fall 2011.

Recommended Action: For information only

Presenter: Gay Roby and Lawrence Birch, Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

June 2011

Update on the Work of the Administrative Services Advisory Panel

Introduction

This agenda presents a summary of the work to date on the Study of the Preparation of Leaders for California Schools. At the January 2010 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2E.pdf>) information was presented on the plan for a one-year study of the preparation of leaders for California schools to determine what changes might be appropriate in administrator preparation to meet the needs of today's schools. The Administrative Services Advisory Panel appointed by the Executive Director has been meeting to study this issue. At the December 2010 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2010-12/2010-12-6C.pdf>) an initial update on the panel's work was provided.

Background

The current standards for preliminary administrative services credential programs were adopted by the Commission in May 2003 and modified in October 2008, to eliminate the use of the required elements format within the Preliminary Administrative Services standards. The modified standards were adopted by the Commission at its August 2009 meeting. Nonetheless, the current structure of administrator credentialing remains largely unchanged since the inception of the single administrative credential in 1970 and the two-tier requirement in 1984.

The Commission's work plan called for a study of the administrative credentialing structure and requirements to begin in 2010. This activity was supported by some interest from the Legislature in 2009 for reviewing administrator credentialing. Although there was no specific legislation requiring a study of the administrative credentialing structure, the Executive Director received a letter from the President Pro Tempore of the California State Senate and the Speaker of the California State Assembly asking the Commission to consider conducting such a study. Conducting the study will also assist in the reconsideration of program standards for the Administrative Services Credential (ASC), currently scheduled for 2013.

Review of the Plan for a Study of the Preparation of Educational Leaders

As presented previously to the Commission, the purposes of the study are to:

- 1) review the content, structure and requirements for administrator preparation to ensure that these remain appropriate to the needs of administrators serving in California schools
- 2) provide recommendations concerning how to effectively identify administrators who would be adept in providing instructional leadership and be able to effectively lead transformational change within California schools
- 3) determine whether or not a single administrative credential authorizing all types of administrative service is still an appropriate model to meet the complexity of the demands and expectations of administrators at this time in California

- 4) look at the range of role expectations for administrators and determine if these expectations can be met by a single individual regardless of credentialing structure
- 5) identify who should prepare administrators for California schools and which aspects of administrator preparation should be required during pre-service and which should be required during the administrator's beginning years of service

A list of the Advisory Panel members is included in Appendix A. A webpage has been established for the panel's work (<http://www.ctc.ca.gov/educator-prep/ASC.html>) which includes research articles and public documents read and discussed by the panel as well as agendas for each meeting.

Update on the Progress of the Advisory Panel

The panel has held meetings in August, September and November of 2010, and in January and March-April of 2011, for a total of nine days.

The initial meeting in August focused on the history of the credential, the charge to the panel, and the current challenges in California. Agreement was reached that each member of the committee would be in ongoing communication with his/her constituencies about the work of the panel and the issues it was discussing. A number of reading assignments were given to the panel members to provide additional context for their deliberation. At the second panel meeting, the group reviewed the key points of research articles and listened to additional information items by the Commission staff. The panel began the process of more precisely defining the issues before it and developing a strategy for developing its recommendations. Between the second and third meetings, a survey of colleagues was conducted to gain some early feedback to assist in the study. Small workgroups were formed to discuss areas the panel identified as needing more information and a matrix for chronicling the topics addressed by the panel was shared.

Over the course of the next few meetings, panel members either made presentations, or arranged presentations to reflect the thinking of their stakeholder groups. Presentations were made by the California Association of Professors of Educational Administration, the Association of California School Administrators, the California School Boards Association, the California Teachers Association, the California Federation of Teachers, and the California Department of Education. In addition, the Center for the Future of Teaching and Learning presented findings from its research on administrator preparation. The Integrated Leadership Development Initiative presented its publication on "Effective Principals for California's Schools." Also included was a discussion with the Georgia Leadership Institute for School Improvement who had recently been involved in Georgia's Administrative Services Credential restructuring. Finally, the panel talked with Dr. Linda Darling-Hammond regarding both current research and state/national trends in educational leadership.

The more recent meetings have included presentations by the small panel workgroups, and preliminary discussions around areas of agreement amongst the panel members. At the latest meeting, the panel reviewed the recommendations made by a previous 2001 advisory panel.

Overview of Key Issues Considered by the Panel in Formulating Recommendations Concerning the Structure of the Administrative Credential

The panel has addressed a wide-ranging series of issues relating to the panel's charge. At this point in the process, the panel has come to agreement on the following points:

- a) A single authorization covering a variety of administrative functions should be maintained. The panel had extensive conversation about the diversity of administrative positions in school and district settings (principal, superintendency, district office) for which one could be employed on the basis of an administrative services credential and whether a single authorization was too broad. In order to preserve maximum flexibility for employers, the panel believes the authorization itself should not change, but that preparation programs should modify their curriculum to more strongly emphasize preparation for the site administrator role. The present two-level credential structure should remain, but the second level of the credential should be greatly enhanced, beginning with initial employment and requiring two years of coaching/mentoring and job-embedded learning.
- b) There should be multiple pathways to the preliminary credential (i.e., preparation program, intern program, examination) and all pathways must be approved by the Commission regardless of type of program sponsor.
- c) There should be multiple types of providers for the preliminary and the clear credential (i.e. colleges, universities, school districts, county offices of education and other entities) but all programs must be approved by the Commission.

Conceptualization of a new “*Learning to Lead System*”

To crystallize its view of administrator preparation, the panel was inspired by the model of the Learning to Teach System graphic to develop a “Learning to Lead System” graphic (see Figure 1, on page 4).

It is important to note that this graphic represents the current thinking of the panel concerning the preparation of future administrators. The panel is interested in gathering additional feedback from stakeholders about this conceptualization of the continuum of administrator preparation. Some of the key elements of the system are:

Pre-Program Requirements:

- A required number of years experience
- Prior satisfactory job performance
- A variety of basic credentials viable as the prerequisite credential

Preparation for the Preliminary Credential:

- A variety of pathways available for candidates (participation in a traditional preparation program, interns, and test-only)
- The California Professional Standards for Educational Leaders (CPSEL) as the foundational structure for all pathways

- A performance-based assessment required for successful completion (including both the program and the examination routes)
- Candidate must present Evidence of Competence that documents the candidate has met all components of the applicable program standards at the completion of a preliminary program, or verification of a passing score on the examination

Preparation for a Clear Credential:

- Site-based, job-embedded experience, supported by mentoring/coaching (Induction model)
- The CPSEL continue to be the foundational structure for the credential, requiring the candidate to demonstrate knowledge gained during his/her preliminary preparation phase
- Builds upon the knowledge gained in the preliminary preparation via the Evidence of Competency and an initial candidate self-assessment
- Individual Induction Plan addressing the candidate's current position or one to which he/she aspires
- A formative assessment curriculum based on the CTC program standards
- Required candidate additional professional development. Criteria for completion each candidate must meet prior to being recommended for the clear credential
- A maximum amount of time for a candidate to be enrolled in a clear credential program after earning the preliminary credential and securing an administrative position
- Mentoring/coaching for a minimum of two years
- A variety of eligible entities as program sponsors (e.g. IHE, school districts, county offices, organizations such as ACSA)

Credential Renewal:

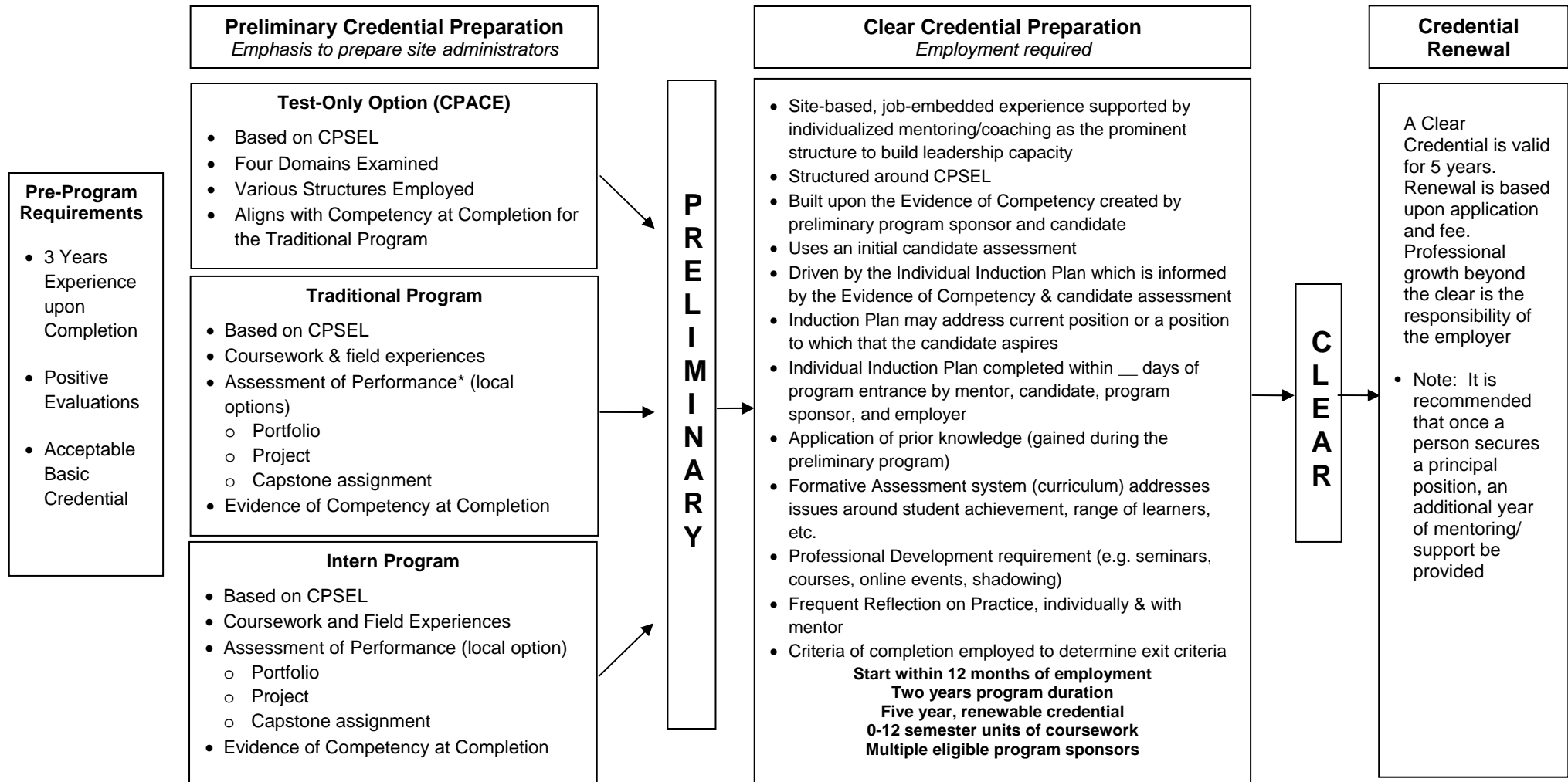
- Current structure remains

Next Steps

The Advisory Panel will seek additional public input regarding its conceptualization of the *Learning to Lead System*. To this end, a webcast will be broadcast from the Commission on June 8 from 10:00 to 12:00 pm and repeated at 4:00 to 6:00 pm should sufficient registration indicate the need. The public is encouraged to attend in person or through electronic means. Additionally, the webcast will be archived and available for later viewing. After the webcast, information will be gathered from the participants about the proposed *Learning to Lead System*.

The information collected through the webcast and public input will be presented to the panel on July 21 during its final two-day meeting. In accordance with the plan presented to the Commission in January 2010, it is expected that recommendations from the Administrative Services Advisory Panel will be presented to the Commission in fall 2011.

Figure 1: Learning to Lead System



SYSTEM QUALITIES

MULTIPLE PATHWAYS		ALIGNMENT	ACCOUNTABILITY	INDUCTION	COLLABORATION
Preliminary <ul style="list-style-type: none"> Traditional Program Intern Program Competency Test 	Clear <ul style="list-style-type: none"> Coaching/Mentoring Competency Assessed Standards-aligned AB 430 Experimental standards 	<ul style="list-style-type: none"> CPSEL Administrative Services Program Standards 	<ul style="list-style-type: none"> CTC Accreditation System <ul style="list-style-type: none"> Biennial Report Program Assessment Site visits Authentic performance-based assessment 	<ul style="list-style-type: none"> Coaching and mentoring Individualized program Performance-based Evidence-driven 	<ul style="list-style-type: none"> Program Sponsor and Employers are Co-Providers Preliminary and Clear Provider Input on IIP

Appendix A

Administrative Services Credential Advisory Panel

Advisory Panel Member	Employer	Representing
Danette Brown, Academic Coach	La Habra City School	CTA
Franca Dell'Olio, Director	Loyola Marymount University	AICCU
Patrick Godwin, Superintendent	Folsom Cordova USD	ACSA
Kristen Hardy, School Psychologist	Ventura COE	AFT
Beth Higbee, Assistant Superintendent	San Bernardino County	CCESSA
Gary Kinsey, Associate Dean	Cal Poly Pomona	CSU
Christopher Maricle, Senior Consultant		CSBA
Nancy Parachini, Principal Leadership Institute	UC, Los Angeles	UC
Richard Bray, Superintendent	Tustin Unified School District	
Chiae Byun-Kitayama, Principal	Los Angeles Unified School District	
Charlene Cato, Teacher	Lancaster Unified School District	
Joseph Davis, Deputy Superintendent	Rialto Unified School District	
Stephen Davis, Professor	Cal Poly Pomona	
Patrick Faverty, Director	UC, Santa Barbara	
Peggy Johnson, Assistant Professor	CSU, Northridge	
Karen Kearney, Director/Leadership Initiative	WestEd	
Randall Lindsey, Emeritus Professor	CSU, Los Angeles	
Judy Moe, Administrator/Special Education	Los Angeles Unified School District	
Viki Montera, Assistant Professor	Sonoma State University	
Thelma Moore-Steward, Professor	CSU, San Bernardino	
Cynthia Pilar, Director Assistant Center	Sonoma COE	
Olivia Sosa, Director/Multilingual Education	San Joaquin COE	
Doris Wilson, Associate Professor	CSU, San Bernardino	
L. Steven Winlock, Director/Leadership Institute	Sacramento COE	
Staff to the Advisory Panel		
Larry Birch, Professional Services Division	Commission on Teacher Credentialing	
Gay Roby, Professional Services Division	Commission on Teacher Credentialing	
Terry Janicki, Professional Services Division	Commission on Teacher Credentialing	
Cheryl Hickey, Professional Services Division	Commission on Teacher Credentialing	
Terri Fesperman, Certification, Assignment and Waivers Division	Commission on Teacher Credentialing	